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ABSTRACT

A review of the status of English language instruction in Greece begins with an overview of the role of English in the society in general, and outlines the status of English use and instruction in the educational system at all levels (elementary, secondary, higher, vocational, adult, and teacher), the characteristics and training of English language instructors, the type and availability of instructional materials, educational administration and planning in relation to English teaching, English instruction outside the educational systems, British and other international support, commercial opportunities related to English instruction, creative writing, language research, and other sources of information. It concludes that despite problems of inadequate funding and training in both the public and private sectors, the overall state of English language teaching in Greece is extremely healthy, with substantial growth and development under way and high motivation among leaders of the profession generating new confidence and optimism. (MSE)

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ENGLISH TEACHING PROFILE

Country: Greece

Date: April 1986

1 ROLE AND STATUS OF ENGLISH

The widespread learning and use of English needs little explanation in a country of ten million people whose native langague is very little known abroad.

Instrumental motivation is paramount, with English being used for: international communication in cultural, academic and commercial activity; Greece's involvement with her partners in the European Community; development and servicing of the rapidly expanding tourist industry; and a number of traditional areas, especially the Navy and Mercantile Marine, where British influence dating back many years is now reinforced by extensive political, military and economic contact with the North Atlantic Treaty Organization (NATO) and the USA.

In addition to the normal provision made by the Ministry of Education in state sector schools, there are several thousand privately maintained language teaching institutes (frontisteria). These are to be found all over the country, predominantly in the large towns, but also in quite remote villages where the frontisterion tends to take its place with the taverna and the market as an indispensable feature of modern Greek life.

These private language schools differ greatly in size and in quality of teaching, but their number testifies eloquently to the importance attached to the language.

There are a few private secondary schools which have GCE (GCSE) streams and a number of schools which cater for English-speaking foreign children. Other than in these schools English is not used as a medium of instruction, nor is it widely used yet as a study language.

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2 ENGLISH WITHIN THE EDUCATION SYSTEM

At present English is still not taught in any State primary school or kindergarten. However, a new law passed in 1985 provides for the teaching of English in all primary schools, beginning in September 1986. In practice, this will provide the framework within which primary level teaching of English can develop, but initially there will be limited implementation of the legal provision because of lack of trained teachers, suitable course materials and other support facilities in the primary schools. Some schools will start English teaching on an experimental basis, and will use commercially published course materials.

It is compulsory for all secondary school students to take a modern foreign language, usually English or French. Few schools (see below) offer both, and a student may either have no choice, or be able to choose only by selecting a secondary school on the basis of the language it offers. Approximately three times as many schools offer English as offer French. Students study their foreign language for either two or three class hours of forty-five minutes each per week, depending on the type of school they attend.

Primary school	Six years duration, from age 5½ to age 11½: no English. Limited introduction of English scheduled for September 1986.
Gymnasium	Three years, from age 11½ to age 14½: English three hours per week. After gymnasium students can leave school, or can seek admission (on the basis of gymnasium examination results) to the next level of secondary education.
Lykeion	Three years, age 14½ to age 17½: English three hours per week in year one, two hours per week in years two and three. Note: There are three types of lykeion; academic, technical and vocational. The academic lykeia take approximately ninety per cent of lykeion students, the remainder going to the technical and vocational lykeia, which are often co-located in the same building.
Polycladikon	Three years, age 14½ to 17½: English three hours per week in all years. The polycladika (comprehensive schools) represent an attempt to modernize and improve the quality of Greek secondary education. They are better accommodated, equipped and staffed than the older secondary schools. They offer a choice of languages (usually English or French) and their language classes are streamed. There are now twenty-four polycladika, of which ten were newly opened in September 1985. They are the model schools of the Greek state secondary education system.

A pass in English, as in any other subject, is required for promotion within the secondary level. English also forms part of the Leaving Certificate and of the vitally important Panhellenic examinations by which candidates for university entrance are selected by open competition.

The 'communicative approach' has been adopted by the Ministry of Education as the officially santioned methodology for state schools. This is clearly indicated in the aims and objectives of the new Syllabus for English Language Teaching in State Schools, published in 1984.

A communicative orientation is similarly reflected in the list of approved text books, from which teachers may choose their course books. This list is compiled annually by the Ministry of Education, from books submitted by the ELT publishers.

Implementation of communicative teaching methods is difficult in a country where language teaching is still very traditional, and where teachers (especially head teachers) are generally conservative in their attitude to the learner-centred orientation of communicative methods, and to classroom organization and management. Responsibility for encouraging and training teachers in these approaches falls to the Advisers in English.

In 1982 the two posts of Inspector of English were abolished, and in their place provision was made for some thirteen Advisers in English to be appointed in a spread of regions, to cover the whole country. The role of these Advisers was to be closer to the English concept of Adviser in Education, with responsibility for developing the teaching resources and skills of teachers, but without the old threatening involvement of inspectors in evaluation and disciplining of teachers. There are currently nine Advisers in place, based in:

East Attica	Thessaloniki
West Attica	Kavalla
Piraeus	Kozani
Crete	Larissa
Patras	

The British Council maintains good relations with these Advisers, and co-operates closely with them in teacher training and other activities.

The ELT Research Project in Greece

In 1983 the Greek Ministry of Education set up a project aimed at producing course books for Greek EFL learners for the gymnasium level. In the school year 1984-85 eighteen teachers spent two days each week in the Ministry, producing, under the guidance of an ELT committee, the first pilot edition of a three-year course. During the remaining three days they piloted the material in their own schools. Revisions to the first pilot edition were carried out in the light of evaluation reports, and the second pilot edition of the three-year course material was ready for distribution to pupils and teachers in September 1985.

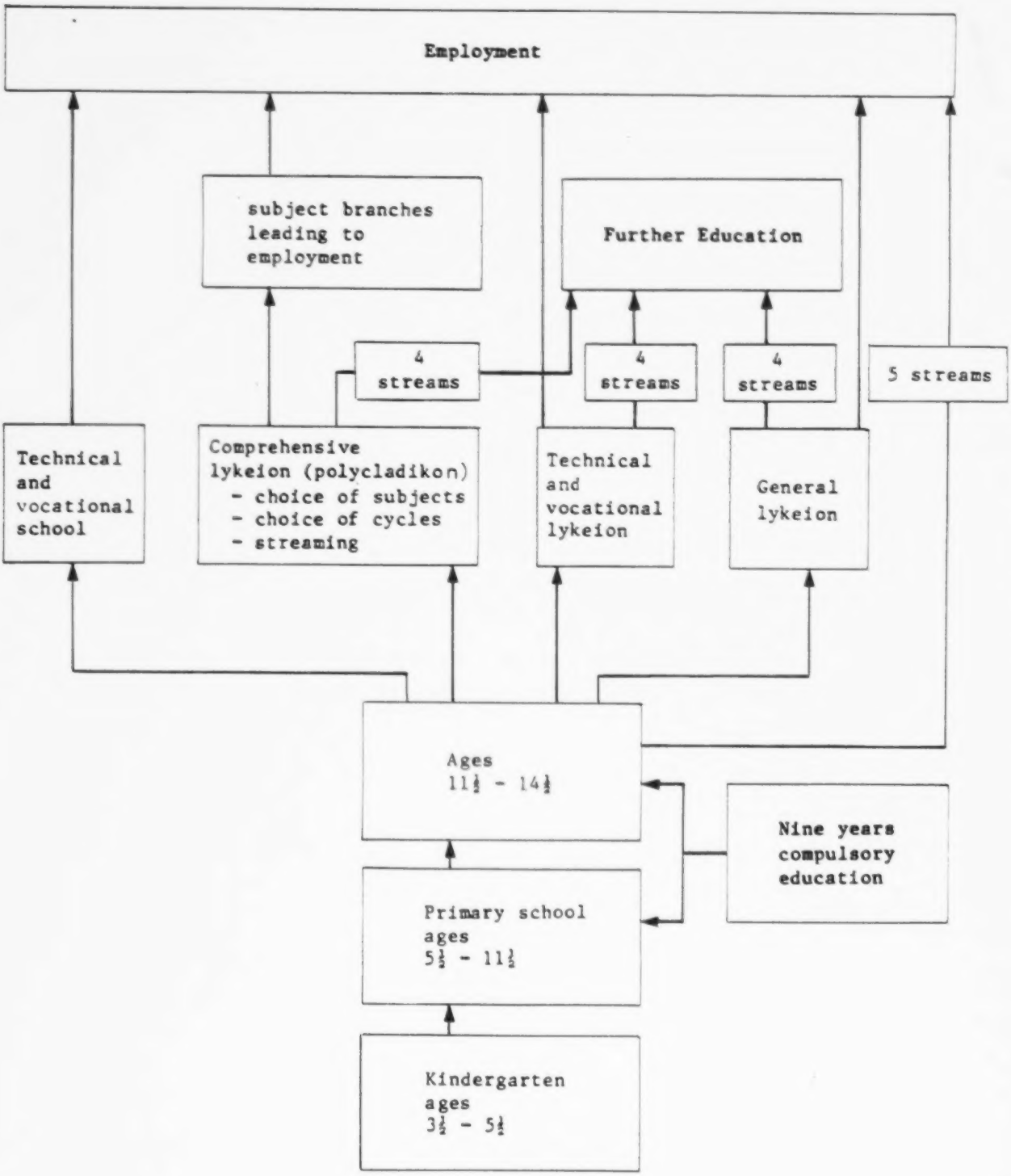
This edition is currently being tried out by 120 teachers with approximately 22,000 pupils in 100 gymnasia all over the country. Experience gained from this trial will be used to produce the third and final version of the materials. The research project will be completed in June 1987 and the conclusions to be drawn are likely to lead to the construction of other course materials intended for Greek EFL learners.

Adult Education

This has traditionally been the Cinderella of educational provision in Greece. The official body in charge of adult education is NELE (see Appendix 1), which until 1985 was within the Ministry of Education. There is no state provision for pre- or in-service training in NELE, and the teachers are poorly equipped and supported. Teaching takes place in state schools, in the evenings. In 1983 there was some interest in developing adult education, and a series of seminars was organized by NELE and the British Council for teachers in Adult

Education. In 1984 and 1985 the Council funded a teacher to attend the In-Service and Conference Centre (ICC) course at Chorley, and, in co-operation with the Ministry of Education, Tony FitzPatrick of ICC, and the Goethe Institute, the Council participated also in a series of ICC week-end courses for teachers of German and English. In 1985 responsibility for NELE was transferred from the Ministry of Education to the Ministry of Culture. This has resulted in a halt to the various initiatives that were being pursued. It is not yet clear what new structures or developments will emerge from this transfer of responsibility for NELE.

Types of school and student career paths (SCHEMA)



3 TEACHERS OF ENGLISH

Teachers of English in the state system must be Greek nationals, and must be graduates of the Departments of English of either Athens or Salonica University, or hold an equivalent foreign qualification. There are about 2,500 teachers of English in the state education system.

At present pre-service training for state teachers is limited to the methodology component of the English courses run by the two University English Departments referred to above.

In Athens, the course structure is as follows:

Applied Linguistics and ELT Course

years 1 - 3 General linguistics; literature, history and civilization; Greek and English language.

plus year 1 Phonology and phonetics
year 2 Morphology and syntax
year 3 Contrastive studies
year 4 ELT methodology

plus English language training element

year 1 - seven hours per week
year 2 - four hours per week
year 3 - three hours per week
year 4 - no language training as such, but ELT methodology, taught in English.

Traditionally, university teacher-training has been highly theoretical, with no teaching practice or emphasis on practical work. This is no longer the case. The staff running the methodology course are young, enthusiastic and British-trained, and they have introduced practical workshops, programmes of lesson observation and, within the limits of a system which does not have provision for it, some teaching practice.

In addition to the university methodology courses, there are plans to introduce in September 1986 a new six-month pre-service training course for all new teachers, to be organized by the ELT Advisers. These courses are to be based on teachers' centres (PEK, see Appendix 1) of which there should be one in each nomarchia (county). The courses are to combine theoretical and practical components.

There are currently several bodies involved in in-service teacher training. The main one is SELME (see Appendix 1) which offers a one-year course to a limited number of senior teachers. The British Council staffs the methodology component of this course - approximately six hours per week in Athens, nine hours per week in Thessaloniki. PEKADE (see Appendix 1) has also arranged with the British council for evening in-service training courses to be given to groups of its members, and these courses have been well received and attended.

A major element in in-service training since the appointment of the ELT Advisers has been the short seminars which they organize locally for teachers in their areas: the British Council has contributed actively to these.

The Council organizes also, in co-operation with the Ministry of Education and the Pedagogical Institute (see Appendix 1) four one-week seminars in September, each attended by between forty and fifty teachers, based in Athens, Salonica, one other northern location and one southern one.

In addition to these programmes in Greece, the Council provides some thirty bursaries per year to enable teachers to attend British Council ELT summer schools in UK.

The English Language Officer (ELO) also holds funds for ELT development, of which part are available to support groups of teachers going to Britain for short self-funded teacher-training courses arranged directly with British university departments or other reputable teacher training institutions.

In the private sector, teachers must have either a degree in English or a language qualification. The University of Cambridge Certificate of Proficiency in English or the University of Michigan Proficiency are usually accepted. Private schools may employ expatriate teachers of English as long as they form no more than 1/5th of total teaching staff. Qualifications for expatriates must include a degree in a relevant subject. Employers must obtain a work permit and residence permit before expatriates are allowed into the country.

There are also many individuals, of all nationalities, who teach English through private lessons. Many of these are unqualified and therefore operate illegally.

The qualifications demanded of private sector teachers show that little training is required. It is up to individual institutions to select teachers with professional qualifications, training and experience. The British Council assists the private sector by running one-semester practical courses, giving an introduction to ELT methodology, seminars on particular areas for groups of schools and the Royal Society of Arts Diploma in Teaching English as a Foreign Language for native speakers.

The most prominent teachers' organizations are: Cultural Association of Teachers of English (CATE), Pan-Hellenic Association of Teachers in State Secondary Schools (PEKADE), Teaching English to Speakers of Other Languages (TESOL). The main owners' association is the Pan-Hellenic Association of Language School Owners (PALSO), see Appendix 1 for an outline of these. Professional organizations for teachers of English are outnumbered by organizations for owners of private schools.

4 MATERIALS SUPPORT

There is a huge market for ELT coursebooks and materials at all levels, but with emphasis on First Certificate materials in the private sector. Most leading British ELT publishers maintain a British or UK-trained and experienced representative in Athens. Competition between publishers in such a lucrative market is of course very keen. Nevertheless, there is an unusually good level of co-operation between the publishers' representatives in Greece, and this undoubtedly serves the Greek ELT profession well. Publishers co-operate to support smaller local seminars. In addition they co-operate closely with the British Council to present a major ELT book exhibition in Athens each year.

Individual publishers sponsor visits by their authors for these events, and as a result Greek teachers have had many opportunities to hear leading textbook writers discussing and presenting new ideas.

Each year, the Ministry of Education publishes a list of approved textbooks for use in state schools. The procedures for submitting books to be considered for this list are Byzantine in the extreme, and deadlines are often declared at very short notice. Nevertheless, the system allows publishers to make some estimate of their potential market in the public sector.

It is important to note that English language textbooks are the only books for school use which are not provided to pupils free of charge. The new textbooks being piloted for the gymnasium level (see section 2) will be provided free, and this is certain to make inroads into the publishers' market at this level.

A number of ELT textbooks have been produced by local Greek publishers. These are used mostly in the private sector and are not usually selected by schools in the public sector. They tend to be relatively unsophisticated and old-fashioned, and do not compare well with the most up-to-date materials of British and American publishers.

Other instructional materials are now being used much more in both secondary schools and the private sector. All secondary schools are supposed to have an overhead projector: many have cassette recorders and sometimes teachers use their own. The frontisteria have been active in acquiring video-tape recorders and even computers (the Spectrum is comparatively cheap here, as in UK) but there are still relatively few tapes and programmes, and even less knowledge about how to exploit these aids effectively.

In 1984 the British Council opened an ELT Resources Centre in their premises in Athens. This Centre stocks all British ELT materials currently available in Greece, and has facilities for study through audio and video tapes as well as written texts. It is open every day, and is staffed by a Resource Assistant during opening hours.

5 EDUCATIONAL ADMINISTRATION IN RELATION TO TEACHING ENGLISH

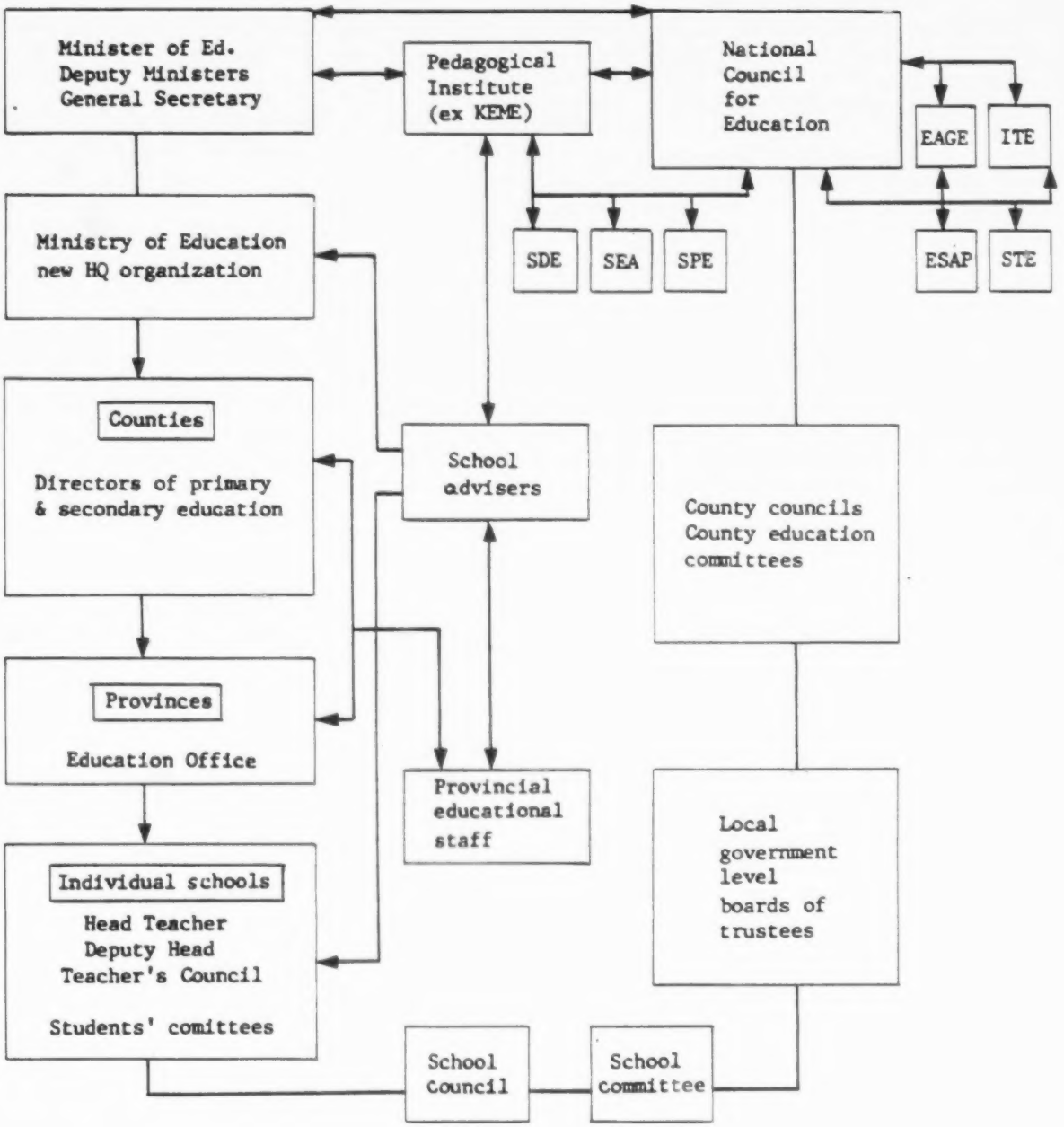
Educational administration in English language teaching is the responsibility of the Ministry of Education and, as decision-making tends to be pushed upwards in Greece, a signature from the deputy minister is usually required before action can be taken at a lower level on even relatively routine matters. This section should therefore be read in conjunction with the Education Profile.

In September 1985 the government established a new educational structure, illustrated in the attached diagram, which seems to have the objective of decentralizing responsibility and giving more independence to local bodies. It is too early to indicate how this structure may work in practice, since mechanisms at present exist mainly in theory. There is little detailed understanding at local level of what might be meant, for example, by the complex system of communication and delegation of powers indicated by the various lines and arrows on the diagram. Similarly, many of the bodies named in the various boxes have yet to emerge as functional entities.

A key role in the new structure is played by the school advisers, including the ELT Advisers. Their central place in the diagram is symbolic, and as a means of communicating policy from the Ministry to teachers, and of ensuring

that the work of the Pedagogical Institute is related in practical terms to teachers, and is informed by feedback from teachers, they have already amply demonstrated their effectiveness. I refer only to the ELT Advisers: there are many more advisers in the other school subjects, with whose work I am not familiar.

The Structure of ELT Administration



SDE	Council for Secondary Education
SEA	Council for Special Training
SPE	Council for Primary Education
ESAP	Local Councils for General Education
STE	Local Councils for Technical Education
EAGE	Department of General Education
ITE	Department of Technical Education

6 DEVELOPMENT AND PLANNING OF THE TEACHING OF ENGLISH

In the past, educational development has been relatively unplanned. The central role of the newly-renamed Pedagogical Institute (ex KEME) is intended to facilitate better planning in the future, and the organization of the ELT Research Project (see Section 2 above) is a token of this new, co-ordinated approach to development in ELT.

The growing awareness of ELT issues at all levels, from the Pedagogical Institute, the university departments of English and the ELT Advisers, down to the local-level, school staff associations, means that there is more pressure for proper planning, and more ELT qualified professionals interested in becoming involved in it. This may well give rise to professional and political rivalries, whose progress and outcome should be observed, but which cannot at present be predicted.

Elements of significance in current ELT planning include:

the introduction of English into primary schools;

the adoption of the communicative approach as the favoured ELT methodology for use in all schools;

the production of the Ministry's own teaching materials (cf the ELT Research Project (in Section 2) for increasing use in more levels of the state school system;

the introduction of an official examination in English, with a system of certification;

the establishment of Teachers' Centres (PEK) in each county, under the control of the local education authority and the education advisers. These centres are to develop pre-service and in-service teacher training.

7 ENGLISH OUTSIDE THE EDUCATION SYSTEM

There are a very large number of private commercial schools of English in Greece which cater for learners of all levels and ages - sometimes in the same class. The quality varies enormously from the good to the appallingly bad. The size varies also from an organization with branches all over the country to one-man-one-room operators. The biggest are not always the best. Many enter students for Cambridge and Michigan examinations: there were approximately 40,000 entries for Cambridge FCE and CPE in 1985. Some enter candidates for lower level but reputable examinations, while others produce their own certificates.

In 1980, the school owners belonging to PALSO (Section 3 above) introduced their own PALSO examination. This has not yet gained full acceptance, and its present status in regard to the new legislation on examinations is unclear (see below). The PALSO examination has grown, however, since 1980 and its certificates are accepted by a number of important commercial organizations.

In 1985 legislation was passed to ban a number of small, fraudulent examinations which had appeared solely for the purpose of commercial exploitation. Unfortunately, this legislation appears to have had the effect

of banning also a number of small but legitimate, specialized examinations. Although the position is still not clear, it appears to be the case that those foreign examinations are legal in Greece that are approved by the official cultural agencies of the country of origin e.g. the British Council in Greece can approve or disapprove British examinations, and the legality or otherwise of these examinations will derive from the British Council position. It is also, in general terms, illegal for private language schools (frontisteria) to offer their students examinations for foreign certificates.

There are several private 'international' schools which serve the educational needs of the foreign community in Athens and Salonica. These schools follow a British or American curriculum, and are not allowed to accept Greek nationals. They work towards GCE (GCSE) or American High School Diploma, and they are staffed largely by expatriates.

There are also a few independent secondary schools, recognized by the Greek Ministry of Education and accepting mainly Greek nationals, which run GCE (GCSE) streams in addition to the normal Greek curriculum. They usually have some British staff, but the GCE (GCSE) teachers are often Greeks with good experience of teaching in Britain.

8 BRITISH SUPPORT FOR THE TEACHING OF ENGLISH

There are British Council Direct Teaching Operations (DTOs) in Athens and Salonica, with approximately 3,200 and 2,000 students respectively, mainly in classes leading to Cambridge examinations. There is a Director of Studies (DOS) in each DTO, with two Assistants (ADOSs) in Athens and one in Salonica. There are approximately forty-eight teachers in Athens and twenty-seven in Salonica - all locally engaged. In addition to Centre classes for the public, each DTO teaches external groups of students for government departments and commercial clients. The DTOs also run teacher-training courses (see Section 3 above).

The British Council, via the ELO, advises university service-English departments, private schools, the Ministry of Education (see Section 3 above) and other ministries, on ELT methodology, syllabus design and materials production.

A large number of British teachers are employed in frontisteria throughout the country. They are recruited locally or from Britain or the Commonwealth. These teachers are sometimes unqualified. There are also several British teachers recruited by private schools.

The bulk of teaching material used in Greece originates from Britain. It is widely recognized that Britain leads the field in ELT expertise and the British Council and British publishers are constantly in touch with schools.

Each year the British Council awards about thirty bursaries and two scholarships to lecturers, teachers of English and civil servants to attend summer schools in Britain, in addition to organizing seminars, summer schools, conferences and specialist ELT tours in Greece, in co-operation with the Ministry of Education, the regional ELT advisers, the university departments of English and the various professional associations such as PEKADE, CATE, TESOL, etc.

The British Council runs an ELT Resources Centre, more details about which are set out in Section 4 above.

There are a few private schools, of varying quality, teaching business and commercial English. Apart from these schools, businesses often provide training for their own staff. The British Council is engaged in ESP programmes for several companies, banks and industrial ventures.

Greece enters approximately 40,000 candidates a year for the Cambridge Certificate examinations. Examination centres are established in Athens, Patras, Lamia, Chalkida, Korinthe, Tripolis, Kalamata, Sparti, Rethymno, Irakleion, Mytilene, Chios, Corfu, Ioannina, Arta, Agrinio, Levadia, Chania, Kos and Rhodes. Cambridge qualifications are very popular and of high prestige: the Certificate of Proficiency is an officially recognized qualification for teaching posts in private schools.

There are also centres for several GCE (GCSE) Boards in Greece. The University of London examination is organized by the British Council; AEB and Cambridge have their own local agents.

9 AMERICAN SUPPORT FOR THE TEACHING OF ENGLISH

The Fulbright Foundation supports a small number of posts in the Department of English in both Athens and Salonica Universities.

The Hellenic-American Union in Athens is a large teaching establishment that is registered as a frontisteria. It offers round-the-year courses in English and is predominantly concerned with the Michigan Certificate of Proficiency examinations.

Athens and Pierce Colleges are American Foundations that follow the Greek gymnasium syllabus. On the English language side they are staffed by expatriates. Both colleges have a high educational status. Athens College is a GCE (GCSE) centre. Pierce has an affiliate - Degree College - that offers undergraduate courses, though these are not recognized by the Greek government.

10 OTHER AGENCY SUPPORT

Greece is not an aid-receiving country. It does have links with international agencies, including the United Nations and the European Community. Where United Nations programmes or courses require English as the medium of instruction, or where European Community links require the use of English, there are no programmes of instruction other than those provided by the British Council.

11 COMMERCIAL OPPORTUNITIES

The great demand for English and the high status of Britain as a source of ELT expertise have created large commercial opportunities for British ELT services. In particular, books and other software are in such high favour that most leading British ELT publishers have a representative in Athens.

British examinations, too, are in high demand - over 40,000 people a year take University of Cambridge FCE. GCE (GCSE) too, is taken by private schools in Greece. Other British examinations are sat, but foreign exchange problems limit those not organized through the British Council, and there is also some doubt about the legal status of some of these examinations (see Section 7 above).

Until recently, teacher training outside the state sector has been almost wholly the preserve of the British Council, and Britain is seen as the main source of knowledge and expertise in this. There is now also a small local group of well qualified and experienced ELT consultants in Athens area offering paid ELT training. One or two private language schools have arrangements for teacher-training seminars with British language schools. There are possibly more opportunities here, although costs will tend to limit these to the larger schools or chains of schools.

There is a constant demand for language courses in Britain, both full-time and summer school. Because of foreign exchange problems, these are handled by tourist agencies in Greece. The British Council gives information about language courses in Britain through the ARELS brochure, of which more than 25,000 are handed out each year. A British language school wishing to attract Greek customers is strongly advised to contact travel agents: promotional literature is not enough.

In the present economic climate, it is not certain if this activity will increase or decrease.

12 CREATIVE WRITING

A number of prominent writers and academics regularly publish in English as well as in Greek. In addition to extensive ELT publishing by both British and Greek publishers there is a substantial market for translations of English literature and 'serious' as well as 'popular' fiction, and this market is well served by Greek publishers (see also the British Council's Books Profile for Greece, which deals extensively with ELT publishing and the book trade).

13 CURRENT RESEARCH

The ELT Research Project briefly outlined above is the main, current official research programme in ELT (at 7 April 1986).

The staff of the English Departments of both Athens and Salonica Universities carry out individual research in the field of ELT. In Athens, the staff are active in publishing articles on ELT and in presenting papers at conferences in Greece and overseas, and have been closely involved also in the ELT research project.

Two lecturers of the Department are currently participating in a joint research project with the Universities of York and Tübingen, funded by the EC and with a grant from the British Council, Greece. In Thessaloniki, Professor S Efstathiades, head of the English Department, is Chairman of the Greek Applied Linguistics Association, which promotes linguistic study at all levels but with its main emphasis on the problems of the classroom teacher.

Postgraduate work in ELT is organized on an individual basis, and there are no 'taught courses' for postgraduate students.

A law passed in 1982 laid down guidelines for postgraduate study, but lack of funding severely limits numbers doing postgraduate work. Postgraduate students must secure three members of the academic staff of the relevant department to act as supervisors, and a further two to act as independent assessors. The PhD will be adjudicated by these five members of the academic staff.

There are three categories of postgraduate student at present in the university departments of English:

Students with scholarships from the Ministry of Education (worth, at 24 February 1986, £100 per month). These students may have first degrees from other universities, in Greece or abroad. They do not pay fees.

Independent students. These do not pay fees, but receive no support from any source connected with the Ministry of Education or a university.

Teaching staff who do not have PhD degrees. These have the status of teaching assistants, and there are several in Athens and Salonica who have been renewing their annual contracts for ten years or more on this basis. New regulations require such untenured assistants to obtain their PhD within four years.

There are few libraries with provision for English language or literature study, but the library of the Department of English in the University of Salonica is comparatively well stocked and organized.

Professor Gina Politi of the University of Salonica has an international reputation in the field of the English novel.

There are informal links with British universities, dependent on the training of individual staff members. Professor Politi with Cambridge; Professor Efstathiades with Edinburgh and Lancaster; Dr Lytra and Dr Dendrinou of the University of Athens with London University's Institute of Education.

14 BIBLIOGRAPHY AND SOURCES OF FURTHER INFORMATION

Aspects — published by PEKADE (see Appendix I).
This is a journal for teachers of English, published several times per year. It contains practical articles aimed at helping the classroom teacher, and very occasionally contains more general information on developments in state sector ELT.

Views on Language and Language Teaching — published by CATE (see Appendix I).
An occasional publication, its main emphasis is on ideas that have worked in the classroom.

Newsletters — containing general information on personalities, events and developments in the ELT profession are published from time to time by TESOL and by the leading British ELT publishers.

There are no other publications which offer information on ELT in Greece.

15 GENERAL STATEMENT

Strengths and weaknesses in the current ELT situation in Greece.

Public Sector

Weaknesses include:

poor provision of equipment and facilities, and often very low standards of accommodation;

lack of libraries and access to books, materials and information;

lack of a strong practical component in the training of teachers, and of teaching practice during training;

lack of in-service training opportunities;

a postings system which results in high turnover of teachers in each school, especially in less attractive areas and in villages;

poor English language performance by many teachers, with little opportunity for systematic improvement;

a general lack of confidence by the public, head teachers, colleagues and many English teachers themselves in the possibility of teaching languages effectively in state schools.

Strengths include:

excellent standards of behaviour by school pupils, based on strong parental respect for education and high standards of discipline at home;

growing awareness throughout the system of the need for more practical training and in-service teacher dvelopment;

the establishment of the group of ELT Advisers, several of whom have shown energy, initiative and competence in tackling problems;

willingness by the Ministry of Education to create new structures to meet current needs. Whether successful or not, such developments focus attention on problems and thus contribute to solutions;

a growing confidence that Greek teachers can develop their own resources and need not depend passively on outside 'experts'. This is evidenced in the textbook project (see Section 2 above), and in the growing number of Greek teachers willing to join British Council and other specialists in presenting papers, workshop sessions etc. at conferences and seminars.

Private Sector

Weaknesses include:

many small schools run by owners who have no contact at all with professional aspects of teaching, merely an ancient Cambridge Proficiency Certificate;

great mutual hostility between schools, which hampers co-operation in raising standards;

domination of teaching and courses by the needs of UCLES and other examinations. Intense competition creates an unhealthy obsession with examination results, amounting to hysteria at times of stress (ie June and December;

all the factors affecting performance in the public sector other than those relating to the state administration.

Strengths include:

the enormous number of small private schools everywhere in Greece, so that even if the quality is sometimes doubtful the breadth is extraordinary;

at FCE level, achievements by private schools at least equal to average world standards (a performance reflecting the work of some large and well run organizations with very high pass rates which must be set against the poor results of many very low quality operations);

the willingness of Greek parents to make sacrifices for their children's education, which underpins the whole system, and a family discipline that keeps children in the classroom for long hours every day;

the signs of change, and concern with raising standards, so evident in the public sector, detectable also in the private sector. Many prominent schools and chains now have programmes of seminars for their teachers, or finance attendance at courses in British or in the British Council (the RSA diploma especially).

Overall, the current state of ELT in Greece is extremely healthy. The endemic problems of under-funding and inadequate training are common world-wide, but there is now a great deal of growth and development taking place. Motivation is high among the leaders of the profession, who are generating among their colleagues a new mood of confidence and optimism.

APPENDIX 1

OFFICIAL INSTITUTIONS INVOLVED IN ELT IN GREECE

1 The Pedagogical Institute (ex KEME)

This is the body responsible for educational research. It is also, together with the ELT Advisers, involved in in-service teacher training.

2 SELME

This body is a subdivision of the Pedagogical Institute - or more precisely, was a subdivision of KEME. Its role has been to organize one-year, full-time in-service training courses for teachers, in the various school subjects including ELT. The British Council contributes an input of six hours per week of teaching to this course in Athens, nine hours per week in Thessaloniki. Responsibility for in-service training is now being transferred to the Advisers, and the future of SELME is unclear.

3 PEKADE

PEKADE is the Pan-Hellenic Association of Teachers in State Secondary Schools. It is concerned with both professional development and conditions of service - in the ratio of about ninety per cent professional concern to ten per cent union concern.

The British Council regularly organizes seminars for PEKADE, and has sent several of its officers to Britain for professional training.

4 CATE

CATE is the Cultural Association of Teachers of English. Members are teachers and owners of private language schools, and the Association is concerned only with professional matters, not with service conditions. The British Council supports the Association with seminars and lectures, and ELO is a member of the editorial panel of its journal Views on language and language teaching. CATE is the Greek affiliate of IATEFL.

5 NELE

This body is responsible for adult education. Prior to 1985, NELE was part of the Ministry of Education but it is now part of the Ministry of Culture.

6 PEK

The PEK are Teachers' Centres, of which it is planned to create one in each county (nomarchia). The PEK will be directly under the control of the Advisers in Education, and will undertake pre-service as well as in-service teacher-training. No centres have yet (March 1986) been established, and it remains to be seen how the idea develops.

7 TESOL

Greek TESOL is a professional association for teachers in both private sector and state education. Although its parent body is American, the Greek association is independent and in practice tends to be heavily oriented towards Britain and British developments, materials, speakers, etc. TESOL organizes an annual conference which is strongly supported by the British Council, and the British ELT publishers. The conference is held in Athens and is extremely well organized and attended, with book exhibitions, lectures, workshops, etc. by both visiting and local speakers.

8 GALA (Greek Applied Linguistics Association)

Gala is based in the English Department of the University of Thessaloniki, and also owes much of its successful development to the energy and initiative of its President, Professor S Efstathiades, who holds the Chair of English in the University. GALA holds an annual conference in Thessaloniki in December, and usually has a distinguished list of speakers and presenters from abroad, as well as ample support from local contributors, including the British Council. GALA has made a successful bid to host the International Applied Linguistics Conference in 1990.